Youth in Alternative Family and Home Situations

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National Foster and Kinship Care

Foster and Kinship Care

Both foster and kinship care arrangements provide care for minors removed from the homes of their parents through the intervention of a social service agency. Foster family care is considered the least intrusive out-of-home care intervention for families who experience difficulties severe enough to require that the children be removed from the home. Foster care typically involves adults who do not know the children prior to the placement. Kinship care is a form of foster care in which children are removed from their own homes and live with a relative, either temporarily or for the long term. Kinship care alleviates stress for both the family and the child and is preferred to placing children in a foster home with strangers.

The work done by Linda Anderson at Texas A&M University's Agriculture Program and the 2005 survey of grandparents done by AARP (formerly American Association of Retired Persons) explain the reasons children might be placed in foster or kinship care. These sources say that parents of children in foster care are often struggling with:

- substance abuse
- mental illness
- economic problems
- divorce
- domestic violence
- teen pregnancy
- family, natural, or national disasters

or they:
- are incarcerated
- are dying or have died
- have a significant disability
- have HIV/AIDS
- are abusing or neglecting the children or have abandoned them

Children are sometimes placed in foster homes because they are:
- uncontrollable in their homes or are delinquent
- habitually truant
- runaways
- developmentally or physically disabled, or mentally ill

The Effect of Methamphetamine Use on the Foster Care System

The use of methamphetamine, commonly called "meth," spiked in some areas of the country from 2003 through 2005 and is creating pressure on the foster care system. Meth is particularly potent and addictive, and is especially a problem in rural areas. It is often made in home labs. Most users are in their 20s and early 30s. It is the most addictive of all illegal drugs, and addiction to it is one of the most difficult to successfully treat.

The U.S. Drug Enforcement Administration reported that from 2000 to 2005, 15,000 children were found in the homes when meth labs were raided. Children in the home are exposed to meth by-products while it is being prepared and again when their parents smoke it. The toxic by-products settle in carpets, furniture, and

clothing. Children are very susceptible to meth because of their smaller bodies, and the damage to them is much more severe than it is for their parents. Parents often stay high for up to 24 hours during which time they are not even aware of their children, much less capable of caring for them. There is an extremely low rate of reunification of children with parents who use meth.

Wisconsin Foster and Kinship Care

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Wisconsin's Foster Care Program

According to the Wisconsin Department of Health and Family Services (DHFS), over 5,100 foster homes across the state care for almost 8,000 foster children every year. Agencies must consider relatives when a child is going to be placed in out-of-home care or adopted, however, children are not always placed with relatives, because that is not always in the best interests of the child.

Most children in foster care return to their parents in less than three months, which is the reason most are not available for adoption. Some children who are eligible for adoption remain in foster care for years, often because no one is willing to adopt them.

Almost 90 percent of all children placed in foster care are placed as the result of an order from a juvenile court, most frequently as result of the child being found in need of protective services or delinquent. Meth use in Wisconsin has increased the number of children placed in foster care by 20 percent from 2000 to 2005. Foster parents give children a safe place to stay while the children's parents are unable to provide for them. A small number of children are placed in foster care under a voluntary placement agreement between the child's parents and a social service agency, but voluntary placements cannot continue beyond six months. Because a court makes the decision to remove children from their home, the court decides how long the placement will be with input from different agencies and individuals who are involved with the children while they are out-of-home. All foster care placements must be reviewed every six months.

Because of the overall shortage of foster parents, children are placed based on the most appropriate home and where beds are available. Social service agencies try to recruit foster parents on a continuous basis and try to assure that homes are available in all geographical areas of the state. Children who have special needs such as physical, emotional, or behavioral disabilities are the most difficult to place in foster homes.

Wisconsin's foster care system is administered at the county level, except for Milwaukee County, and supervised by the state. Ultimately, all foster homes and institutions are regulated by DHFS and are licensed either directly by DHFS or by county or private agencies. American Indian nations are licensed to place children who live on tribal lands with foster families living on reservations or anywhere else in the state. The agency issuing the license to a foster home is responsible for monitoring all placements made to that home.

In most cases, children placed in foster care will return to their birth parents. For that reason there is generally some involvement of birth parents with children placed in foster care, often increasing as the time for the children to return home gets closer. Birth parents usually retain almost all legal parental rights while a child is in foster care, unless the court has terminated their parental rights.

Foster homes are evaluated on a continual basis because social workers meet periodically with the foster children in the home. Foster parents are reimbursed with a monthly stipend for the children's expenses but are not paid. They are not employees of a social service agency. Foster care is a service, not a business. The monthly stipend foster parents receive for each child is intended to provide for the basic maintenance of the children and does not cover all expenses, such as educational costs.

A court's other placement options include putting a juvenile in a secured correctional facility, a child caring institution, group home, an adult correctional institution, mental health institution, or a center for people with disabilities, depending on the situation and needs of the child.

Although children placed in foster care are not typically available for adoption, the foster parents are eligible to apply to adopt them if they become available. Foster parents adopting children in their care account for 82 percent of all adoptions in Wisconsin. A parent who has custody of children can independently place them for adoption in the home of a relative.

Stigma and Problems Associated with Foster Care

Society often attaches a stigma to youth who live in foster care, group homes, or other out-of-home settings that sets them apart from other children. Children living in out-of-home care are often blamed or considered failures because of their placement, although they are often placed in out of-home settings through no fault of their own, and many are removed because they were being victimized. A 2000 survey in Wisconsin by DHFS indicated almost a third of youth surveyed said they tried not to let other students know they were living a foster home. There is a need to help normalize life for children and teens in the foster care system.

Children in foster care often exhibit trauma-related behaviors. They may have had their life threatened, observed

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someone threatening the life of someone else, or witnessed someone being severely injured or killed, or other violence. They may have survived a natural disaster or accident. The children may have been the victims of sexual abuse. As a result, some children may suffer from post traumatic stress disorder (PTSD). These children may exhibit intense fear, helplessness, anger, sadness, horror, or denial. They may have learned to numb their emotions to block the pain of the trauma, a process called dissociation. These children may withdraw emotionally or become easily angry or irritable. They may obsess over memories, act younger than their age, or repeat behaviors that remind them of the trauma.

They may:
- develop temporary fears about safety, phobias, and panic easily
- be overly clingy
- have tantrums
- have trouble sleeping or nightmares
- be easily frustrated
- demand excessive attention
- be aggressive with other people or animals
- destroy property
- be deceitful or steal
- have difficulty behaving in socially acceptable ways
- be perceived as intentionally defiant

Teens and the Foster Care System

How Group Home Care Compares to Home Foster Care for Teens

According to Richard Barth's research at the Jordan Institute for Families, University of North Carolina at Chapel Hill, there are significant differences for youth placed in foster homes or foster treatment homes, and those placed in group homes. He suggests that home foster care is usually the preferred placement.

Youth in group care settings are often older, and it is assumed that these teens may have more problems than those in foster or kinship care. But Barth's research indicates many youth in group care have no more severe problems than those placed in foster or kinship care. Youth in group care are more likely to receive needed mental health services, than are teens in traditional foster care.

Teens in institutional care may experience less risk of abuse and neglect, but maltreatment rates are low in all forms of out-of-home care. Youth in group care have fewer opportunities for interpersonal experiences that may enhance well being. It is hard for youth in group care to pursue individual academic interests or to be involved with extra curricular activities. Group care often does not require teens to do routine household chores,

or purchase and prepare foods, which are skills needed for independent living. Young adults who leave group care appear less successful in coping with life than those who leave foster care. Barth maintains that in a good group or treatment facility adolescents show improved self-esteem, less impulsivity, and more internal control. Factors that help make group settings successful are family involvement, a caring adult who provides supervision and support, a skill-focused curriculum, coordination of services, individual treatment plans, enforcement of a strict code of discipline, building self-esteem, a family-like atmosphere, and planning for post program life. The costs of institutional care far exceed costs of foster care or treatment foster care by six to 10 times. Institutional care may be the best placement for youth who have run away from a foster care placement, those who are destructive or self destructive, and those who come out of more restrictive situations before going into foster care.

> ### Amery Public Library Uses a YALSA Grant to Offer a Book Discussion Group for Teen Girls Living in Foster Care
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> In 2006 the Amery Public Library received a grant from the Young Adult Library Services Association (YALSA), a unit of the American Library Association. The library used the funds to create a book discussion group for girls who live in a group foster home. The girls came to the library and discussed a book selected for that month with the youth services librarian. The girls talked about the books in the context of their personal situations and experiences in foster care. The discussions are deeply personal and intense. It seems to work best to keep this particular discussion group reserved for teen girls in foster care.

"Aging Out" of the System

A research study was done in 2000 by DHFS, focused on foster children who reached the age of 18 while in foster care. The results of the study, *Independent Living for Children in Out-Of-Home Care,* indicated some troubling issues for these youth who "age out" of the system in Wisconsin. The survey was done after these teens had been out of the system for at least 18 months. Over half the youth surveyed said they mistakenly thought they would be able to return to the system for help once they left if they had personal, financial, health, employment, or family problems. These youth did not realize that they would not have any assistance once they turned 18. Many of the youth exiting the system have no home to go back to and no support system to fall back upon for assistance.

The survey found that:

- Ninety percent left the system before they completed high school, and 37 percent had not completed high school after leaving the system; 9 percent were in college.
- Eighty-one percent had at least one job since leaving the system; 61 percent were currently employed; 32 percent relied on some form of public assistance for at least part of their income.
- Fifty-one percent did not have health insurance.
- Forty-seven percent were receiving mental health services before they left the system, but only 21 percent were receiving services after they left.
- Only 46 percent said they left their foster parents' home with at least $250.
- Thirty-two percent were reading at or below and eighth grade level when they left the system; 37 percent were in at least one special education class when they left.
- Twenty-seven percent of the males and 10 percent of the females had been incarcerated since leaving the system.
- Twenty-five percent of the males and 15 percent of the females reported being the victim of serious physical assault since leaving.
- Twenty percent lived in four or more different places since leaving their foster homes; 12 percent were homeless and lived either on the street or in a shelter.

The survey asked the youth how they felt about their experiences while in foster care. Seventy-five percent of the young people reported they were lucky to be removed from their homes when social services intervened. Satisfaction with the foster care they received was reported by 72 percent of those responding.

Teens in Foster Care Need Independent Living Skills

Youth leaving the foster care system need tools necessary for independent living. At least a quarter of the teens surveyed indicated they felt unprepared in key areas, including money management, housing, employment, educational planning, food preparation, and use of community resources.

DHFS created a Foster Parent Advisory Group to help them identify better ways of meeting the needs of teens who age out of the system. The advisory group made numerous recommendations. They recommended that there be consistency between a special education transition plan and an independent living transitional plan. The skills involve not only getting an apartment, shopping for groceries, and budgeting money, but critical decision-making skills, self-responsibility, and sound judgment.

To help these young adults transition to financial independence, the advisory group recommended DHFS support the concept of court-ordered support payments until the youth turn 21, if they are attending school. They suggested these young adults have access to funds to support themselves for up to three months after exiting care. The group also encouraged Wisconsin to exercise the federal option of extending medical assistance to youth leaving foster care until they turned 21.

Successful transition depends on a support network to help these young people move toward self-sufficiency. One advisory group recommendation was to provide incentives for foster parents to continue to work with teens even after they leave the home. Another was to develop peer mentoring programs in which youth who have made successful transitions to self-sufficiency would serve as role models and sources of support for youth beginning the process. Another suggestion was a transitional housing program that teens move to when leaving foster homes, to practice their independent living skills. This allows youth exiting the system to gradually apply the skills they had learned to real-world situations while continuing to receive guidance, support, and supervision.

The advisory group recommended DHFS assure all youth aged 16 or older leaving care have:
- the names and phone numbers of resource people they can contact for follow-up assistance and guidance
- a wallet card listing important community resources such as food pantries, free health clinics, and counseling resources
- access to transportation to school, work, and other critical activities
- copies of birth certificates, social security cards, and medical records
- taken driver's education classes and are assisted in obtaining a license

High School Completion for Youth in Out-of-Home Care (OHC) Placement and College Support

Youth in foster care who are at high risk of not completing high school may be eligible for a waiver to take a high school equivalency test early. Individual appeals are submitted to DPI where the youth's eligibility for testing early is determined. A limited number of college scholarships are available for young people who have been in out-of-home care (foster care, group homes, child caring institution or court ordered kinship care) from age 18 to 20, or who were adopted after the age of 15. A limited number of scholarships are awarded annually.

Grandparents Raising Their Grandchildren and Other Kinship Issues

National Data on Grandparents Raising Grandchildren

Grandparents are the most likely relatives to be involved with informal care giving, in kinship foster care or regular foster care arrangements, when birth parents can't care for their children. AARP published a report in 2005 that summarized the results of their national survey related to grandparents raising their grandchildren.

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The study results indicated:

- Nationally, about one in 12 children live in households headed by grandparents, which is about 4.5 million children.
- Some 2.4 million grandparents have primary responsibility for meeting their grandchildren's needs, which represents a 30 percent increase from 1990 to 2000.
- Forty-seven percent of the families are white, 29 percent black, 3 percent Asian, and 2 percent Native Americans.
- Nineteen percent of these families live in poverty.

Grandparents often provide a safety net for their grandchildren both within and outside of the foster care system. Many grandparents do not have legal custody of their grandchildren. Some are caring for the children under voluntary or court ordered kinship care programs, others work within the foster care system. Some grandparents adopt their grandchildren.

Some juveniles are cared for by their grandparents because they are delinquent, and the family or court decides that the best interests of the child are to remove them from their homes. The Grandparents Raising Grandchildren web site explains that military service, especially deployment overseas, is another reason some children live with their grandparents. The other reasons are similar to those for children being placed in regular foster care.

Richard Barth, a researcher with the Jordan Institute for Families at the University of North Carolina, Chapel Hill, reported that children in kinship care tend to see their nuclear families more often than do children in foster care or in group care, and they experience the least number of moves from one home situation to another.

2005 Statistics on Children in Wisconsin Kinship Care, Outside of Milwaukee County			
Age	Number in Kinship Care	Race	Number in Kinship Care
0 to 6	1,535	White	3,202
7 to 10	1,085	Black	1,230
11 to 16	1,083	Native Am.	198
17 to 18	503	Asian	91
		Pacific Islander	4

Wisconsin's Kinship Care Program

According to the DHFS's Kinship Care Eligibility Requirements, in March 2006, 4,372 of the 7,474 children in kinship care in Wisconsin were placed with grandparents. Requirements for relatives who become caregivers are that the individual pass a criminal background check, is willing to work cooperatively with the social service agency, must apply for assistance or benefits to which the child is entitled, and will cooperate with the agency to pursue child support payments from the parents, unless the relative requests an exemption for a good reason. Kinship placements are reviewed at least every 12 months to determine if the requirements continue to be met.

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Grandparents are Stressed

Research done at Texas A&M and that done by J. Kuersten for the Family Education web site indicated caring for grandchildren is a major life change for many grandparents. They may not have helped with homework or disciplined a child for 20 to 30 years. These grandparents often find their lives turned upside down. Stress comes from the fear of the parent returning and upsetting the stability of the household.

Among the problems these grandparents face is difficulty accessing medical care, especially preventative and routine health care, for their grandchildren. AARP's Grandparent Information Center says this is particularly true if the grandparents do not have legal custody. The Family Education web site research found that in their attempt to care for grandchildren, grandparents often neglect their own health care and may forget to take their medication.

The research also found older grandparents may have trouble keeping up with young children. Challenges often are made worse when the grandparents have a limited educational background. Physical decline or disabilities such as poor eyesight or arthritis may make parenting more difficult for them. The extra financial

responsibility is often a serious concern, especially for those who are living on a fixed income. Middle income grandparents often don't qualify for any social services, so they have to pay for the health care costs of their grandchildren with their own funds. Many researchers stress the importance of grandparents having access to support groups.

Grandchildren Are Also Stressed

The reasons children live with their grandparents often involve trauma, sorrow, and grief. These children bring many problems with them. The Family Education Network and the Grandparents Raising Grandchildren web sites describe the many problems these children have. Children who are living with their grandparents may have experienced or witnessed severe traumatic events. The children are likely to experience confusing feelings, especially if the parents move in and out of their lives erratically, or if they are "shuttled" back and forth between their parents and grandparents. The child may think constantly about the parent and blame others for the parent's loss. They may be confused and hope the parent will return. The Grandparents Raising Grandchildren web site's information explains that these children may be intensely sad or frightened, and be very loyal to the missing parent. They may feel anger, guilt, have anxiety attacks, or be clinically depressed. Some children become quiet or withdrawn, or crabby and hard to please. They may lack energy and no longer take interest in activities they once enjoyed, be easily distracted, and act immaturely.

Children under stress who have attention deficit, learning difficulties, or behavior problems are at higher risk of being depressed. Even infants and toddlers can experience depression. Children in these situations often have setbacks in how well they are coping. Children who are easy-going and calm and who have a positive attitude often cope fairly well. Staying with siblings also helps children cope. Establishing routines helps children anticipate what is going to happen next in their day, which gives them a sense of control. Chores help children feel useful and help build self esteem.

Lakeshores and Mid-Wisconsin Grant Project Targets Grandparents

In 2006 a combined system Library Services and Technology Act (LSTA) project for Lakeshores and Mid-Wisconsin library systems targeted grandparents raising their grandchildren. A series of programs and story times were planned and targeted for grandparents to attend with their grandchildren. The programs were open to all grandparents, but partnering agencies helped the libraries target those grandparents who were actually raising their grandchildren. The systems worked with the Racine and Walworth County Literacy councils to develop appropriate family literacy programs. The University of Wisconsin Extension Office provided the expertise of a program specialist in the Aging program to provide training for the librarians on the needs of the targeted grandparents.

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Homelessness

National Data on Homelessness

Homelessness is defined as the lack of permanent housing resulting from extreme poverty, or in the case of unaccompanied youth , the lack of a safe and stable living environment. Homelessness is increasing dramatically at the national level for families and youth on their own. In her article "Where the Heart Is" written for the *American School Board Journal*, Kathleen Vail offered some reason for the increase. The welfare reforms beginning in 1996 resulted in more women and children living in the streets than any other period in U. S. history. Housing prices and rents soared in the 1990s making it hard for workers who make minimum wage to afford rent or own homes.

The 2001 economic downturn resulted in even greater hardship for the poor. The number of homeless families grew more in the last decade than did the number of individuals who are homeless. Families currently account for 40 percent of all homeless people. More than 85 percent of homeless families are headed by single mothers. Forty-one percent of these mothers do not have a high school diploma and read on average at a sixth-grade level.

The problem is obvious in large cities but can be just as devastating in rural areas and small towns where there are few, if any, services available and no emergency shelters. DPI Homeless Consultant Mary Maronek reported that studies on homelessness indicate that the housing available in rural areas is frequently of poorer quality than the low income housing stock in urban areas. In addition, there are more families in rural areas who "double up" with family members or friends than in cities.

The Urban Institute, a U. S. commission in Washington DC composed of civic leaders who study social issues, estimates one million children and youth are homeless in any given year. Some stay with their parents in emergency shelters or with relatives and friends. Some are runaways, others are "throw away" kids, teens abandoned by their parents or forced out of their homes by an adult.

Under the federal McKinney-Vento Act, homeless children and youth have a right to a free and appropriate public education. The Act defined homeless children and youth "as individuals who lack a fixed, regular, and adequate night-time residence." The definition includes children and teens who share housing with other persons because of housing loss or economic hardship. The definition encompasses children and youth who:
- were abandoned in hospitals
- are awaiting foster care placement
- have parents who are migrant workers
- are not in the physical custody of an adult
- are "throw away" or runaway teens or teens who are living with friends

It also includes children and youth whose night-time residence is a public or private place not designed or ordinarily used for sleeping quarters because alternative accommodations are not available. These places include:

- motels
- hotels
- trailer parks
- camp grounds
- cars
- parks
- abandoned buildings
- train or bus stations
- emergency or transitional shelters

The National Alliance to End Homelessness, within the Office of the Inspector General of the U.S. Department of Health and Human Services, estimates the cost of preventing a homeless episode for a family is one-sixth the cost of responding once the family is homeless. Additional information on poverty and items related to issues of homelessness at the national level and the effects of homelessness on children is included in the chapter in this publication on Poverty.

> **Dane County Library Service and Madison Public Library's Readmobile**
>
> The Dane County Library Service and the Madison Public Library used LSTA funding to purchase a small delivery van that is called the "Readmobile." This truck is used to take library programs and materials to day care centers, Head Start, and other programs that serve children and families living in poverty, including those who are homeless. The Madison Public Library uses it to visit centers within the city of Madison, and Dane County and visits other centers throughout the county.
>
> The Readmobile staff collaborated with the Madison Children's Museum with a grant to bring educational play materials to the centers. Out of the project evolved a "Play Literacy" program that has created a great deal of interest throughout the state and beyond. The Readmobile staff train day care center staff to infuse the play activities of the children with literacy activities and encourage use of higher-level thinking skills. The play materials include pre-literacy materials that foster interest in and practice with pre-reading and pre-math skills. The Readmobile staff have followed up by observing the center staff and offering suggestions on how to maximize learning through play activities.

Wisconsin Data on Homelessness

During the 2003-04 school year, 5,397 students were homeless in Wisconsin. This does not include preschool children. One recent estimate of the total number of homeless children in Wisconsin is 17,000. Data on homeless school-age children is broken down by school district at the DPI web page, *Education for Homeless Children and Youth.* This site also includes the homeless liaison for each district required by the McKinney–Vento Act. The districts in the following communities received Homeless Grants for the 2006-09 grant cycle through the DPI to help improve services for homeless students—Appleton, Eau Claire, Green Bay, Janesville, Kenosha, Madison, Middleton-Cross Plains, Milwaukee, and Wisconsin Rapids.

In Wisconsin the growth in the number of homeless children and teens is due to numerous factors including insufficient appropriate and affordable housing, domestic violence, alcohol and drug issues, and lack of employment skills. The lack of affordable house is identified by many as the primary cause of homelessness. There is an inadequate supply of low-cost housing, and the families' incomes are so low that they can't afford the housing that is available. Mary Maronek, the homeless consultant at DPI, reported that for every 100 low-income households, there are only 75 affordable housing units available.

Homeless indicators public librarians might notice include youth who:

- seem to be hungry, say they are hungry, ask for food or money to buy food, or who steal food
- spend long periods alone in the library and may not go home at meal time
- come to do homework but do not have the supplies they need
- seem confused about their address or phone number
- wear the same clothes on consecutive days, wear inappropriate clothing for the weather, or have poor hygiene
- are tired or fall asleep while at the library
- have unattended medical needs such as skin rashes, chronic colds, or asthma
- seem overly concerned about safety of belongings
- appear excessively anxious about being picked up by a parent or are not picked up on time

Serving Families Affected by Personal Disaster During a Community Emergency

Some children become temporarily homeless and in turmoil because of a house fire or natural disasters such as flooding or tornados. Temporarily homeless families may be in turmoil because of the immediacy of their loss of housing. Once the crisis has passed and the family returns to a permanent housing, the stress of their situation usually begins to subside. Public libraries can be a refuge for children in these situations. Library activities may help the children get their minds off their family problems. The library can help the children feel a sense of normality in their lives if they frequented the library before the disaster.

As demonstrated in New Orleans in the aftermath of Hurricane Katrina, public libraries are often called upon to help in a community crisis, especially when many people become homeless very suddenly. In a disaster, emergency agencies often make the public library the headquarters for their activities. People often go to the library to find out about rescue and emergency services during the crisis. Emergency personnel often create a bulletin board at libraries for people to leave messages for their loved ones while all other forms of communication are down. Lists of people known to have been killed or found are sometimes posted by emergency personnel at public libraries. At times the library becomes an emergency shelter, such as during a tornado.

After the initial days of a community crisis, the library's computers are often heavily used when electricity to homes has not been restored or because people are not allowed to return to their homes. Public libraries sometimes set up temporary book collections in emergency shelters if people are going to have to stay in them for some time. Librarians may offer story programs or puppet shows in the shelters to help reduce the anxiety and stress of the families and to help distract and entertain them.

One important function of public libraries during a community crisis is to provide information to the media. Reporters frequently contact the library as a crisis unfolds to verify information, get the contact information, and to help them understand the local situation. This helps funnel non-emergency calls away from rescue agencies.

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Missing, Runaway, and Throw Away Children and Teens

National Data on Missing Children

Many children and teens are not living in their own homes because they have been abducted, have run away, or have been forced out of their family homes by an adult. Youth who run away are usually running away from something rather than to something. They typically have not broken any laws and are not in trouble with the police prior to running away. The location of these vulnerable children is usually not known.

Child Find of America, Inc., indicates missing children can be victims of family or stranger abductions, or runaways. The largest number of missing children are runaways; followed by youth abducted by family members. Abductions by non-family members account for the smallest number of abductions, but these are the situations in which the child is at greatest risk of injury or death. There is sometimes an assumption that abductions by family members are not serious situations. The National Center for Missing and Exploited Children points out that in most cases, children are told that the parent who is left behind doesn't want or love them, or that the other parent is dead. The separation from other loved ones and the misinformation can cause severe emotional pain. These children may live the life of a fugitive, always on the run with the non-custodial parent, and separated from their home, friends, school, and other family members.

According to the National Center for Missing and Exploited Children, in 1999, there were 203,900 children abducted by a family member in violation of a custodial agreement. One hundred and fifteen children were kidnapped by strangers and another 58,200 children were kidnapped by a non-family member, but someone who knew the child.

The report indicated:
- Seventy-eight percent of the abductors were the non-custodial parent, 21 percent were other relatives.
- Eighty-two percent of the abductors intended to permanently keep the child.
- Sixty-six percent of all abductors were male; 86 percent of the non-family abductors were male.
- Far more girls are abducted by strangers than boys.
- Eighty-one percent of the children kidnapped by non-family members were 12 or older.
- Fifty percent of children abducted by strangers were sexually assaulted, and 40 percent were killed.
- Four percent of children kidnapped by strangers were never found.

Wisconsin Data on Missing Children and Teens

The National Crime Information Center (NCIC) provides every state with a monthly report of the number of missing persons in the state. The numbers reflect the total, active missing person cases reported to NCIC for the month.

In July 1, 2006, in Wisconsin:
- Some 1,054 juveniles ages 17 and younger were missing in Wisconsin.
- Four hundred and ninety were boys, 564 were girls.
- Thirteen of the incidences involved non-voluntary situations, such as forced kidnappings.
- Fifty-eight of the juveniles were considered to be in danger.

The Wisconsin Clearinghouse for Missing and Exploited Children and Adults serves as a resource for both law enforcement and families in investigating cases involving missing and abducted persons. The clearinghouse works in conjunction with the National Center for Missing and Exploited Children, and forms part of a nationwide network that seeks to reunite missing and abducted children with their families.

Amber Alert Program and the Greyhound Bus Home Programs for Missing Juveniles in Wisconsin

Wisconsin's Amber Alert is part of a national effort that enhances law enforcement's ability to respond effectively and efficiently when a child has been abducted, in the hope of preventing the victimization of children. As soon as a child abduction is reported or suspected, multiple agencies begin to broadcast information asking for the public's help in locating the victim. The process includes postings on major state highways. Wisconsin's Amber Alert is a collaborative effort between the Department of Justice, the Wisconsin Broadcasters Association, Wisconsin Public Radio, the Dane County Public Safety Communication Center, the Wisconsin Educational Communications Board, the Department of Transportation, the Wisconsin State Emergency Communications System, and local law enforcement agencies.

The Greyhound Bus Company collaborates with the National Center for Missing and Exploited Children and the National Runaway Switchboard on the Home Free program for youth under the age of 18 who have run away, and with the Let's Find Them program for abducted youth. Greyhound provides free transportation anywhere in the U.S. to unite abducted children with their families. The programs provide one-way transportation from where the juvenile is found to his hometown or round-trip transportation for up to two family members to travel from their hometown to where they are to pick up the child. The National Center for Missing and Exploited Children handles the arrangements.

For More Information:

Amber Alert Wisconsin. Wisconsin Department of Justice, Division of Criminal Investigation, Wisconsin Clearinghouse for Missing & Exploited Children & Adults. www.amberalertwisconsin.org/
Greyhound Bus. Home Free Program.
www.greyhound.com/company/contributions.shtml and the National Runaway Switchboard's www.1800runaway.org
National Center for Missing and Exploited Children. Frequently Asked Questions and Statistics.
www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PageId=242

Children with a Parent in Military Service

Families Working Through the Deployment Process

Children whose parents serve in the military may experience some of the same types of trauma that other children experience due to separation for other reasons. The U.S. Navy's online family resource and support web page called LIFEline indicates that although military deployment of a parent is temporary, there are emotional, financial, and social stresses for the family.

Children may feel sad, angry, confused, or nervous about a deployment. Young children may become clingy, withdrawn, and cry frequently. They may prefer to be with adults rather than other children. They may have nightmares, have trouble getting to sleep, or wake up frequently. They may be fearful of new people and situations. There may be regressions in potty training for young children, and older children may begin to wet the bed. School-aged children may complain more frequently of stomach and head aches. They may be irritable and begin to have problems at school, their grades may drop, or they may not want to go to school.

Older children may resent taking on responsibilities that were typically done by the deployed parent. They may challenge rules at home because one parent is not there to reinforce them. They also may become

challenging at school or act out with violence toward other people or property. They may get angry over trivial things or lose interest in their usual activities.

Community Programs that Support Deployed Military Personnel

There are numerous grassroots organizations that send packages and letters to soldiers deployed overseas. AnySoldier, Operation Shoe Box, and USO Care Packages all send care packages. Give 2 The Troops, Letters from Home, and Operation Dear Abby all send letters to soldiers. Cell Phones for Soldiers, Operation Uplink, and Freedom Calls all help send phone cards to soldiers. The Books for Soldiers and Operation Paperback programs send

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LIFELine Research Staff. "Reactions of Children." LIFELine Services Network, U.S. Navy, December 10, 2005. www.lifelines.navy.mil

Military One Source. www.militaryonesource.com

National Fatherhood Initiative**.** "10 Ways to Stay Involved with Your Children During Deployment." www.fatherhood.org

Operation Hero Miles. www.heromiles.org/

Operation Paperback Recycled Reading for Our Troops. http://operationpaperback.usmilitarysupport.org

STOMP: Specialized Training of Military Parents. www.stompproject.org

Uniformed Services University of the Health Sciences. "Help Children Cope During Deployment: Courage to Care." www.usuhs.mil

U. S. Army MWR. "Child and Youth Services (CYS) Kissing Hand Initiative." Army CYS, March 28, 2005. www.armymwr.com

books, dvds, and cds to deployed troops. Operation Iraqi Children helps soldiers who are donating time to rebuild schools in Iraq by donating a school supplies.

A reading program called *United Through Reading* (URT) combines the benefit of reading aloud to children with the visual impact of a video. The program is based in California and is available to all deployed Naval battle groups on the east and west coasts. Volunteers provide video taping equipment, tapes, and children's books onboard Navy ships. The volunteers coach the parents on how to read aloud for the video, how to make the reading interactive for their children, and then help record the parent reading the book to his or her children. The tape and book are then sent to the child from onboard the ship. Similar programs may exist for other branches of the military.

Teens in Detention Facilities, Jails, and Prisons

National Statistics on Juvenile Crime Rates

Predictions in the 1990s were that national juvenile violent crime rates would double by 2005. The predictions were based on the fact that there was a 90 percent increase in those crimes from 1975 to 1995. Fortunately, the predications were wrong. Instead of doubling, the rate of violent crimes committed by juveniles dropped to the lowest rates ever recorded.

Researchers suggest several reasons for this drop. Frank Greve and John Leo summarized the theories in articles they wrote in 2006 for the *Wisconsin State Journal*. In the late 1980s and early 1990s there was a sharp rise in juvenile violence that was related to teen involvement in selling drugs and carrying guns. In the mid-1990s the street price for crack cocaine dropped sharply and became a non-profitable commodity. A drop in youth violent crimes followed.

Another reason for the sharp drop in violent crime rates for youth was that beginning in the late 1980s and early 1990s, black families started moving to the suburbs to avoid the problems of living in the inner cities. Some large communities had begun to try to make affordable housing available outside of the inner cities as a way to disburse concentrations of high poverty. The suburban neighborhoods were more stable, and people were more apt to report and demand police attention related to suspicious activities. Teens were no longer surrounded by street crime, gangs, and high concentrations of families living in poverty. The youth also were exposed to lifestyles that did not involve drugs and crime, and had more job opportunities.

At the same time Hispanic families began to move into the inner city housing. Hispanic families have high rates of participation in religious activities, with both parents living with their children. Hispanic teens are less likely to be involved in criminal activities than are black teens. One result of the influx of the Hispanic families into the inner cities was that crime rates in troubled neighborhoods stayed low or continued to fall. Some social scientists suggest that the influx of Hispanic families into inner city housing resulted in a degree of stability for these neighborhoods.

Other factors were identified in research done at the University of Wisconsin–Madison by psychologist Terri Moffit. The Wisconsin Council on Children and Families summaried Moffit's research results, which found that the reduction of juvenile crime rates were a result of an improved economy, use of better techniques to deal with juvenile delinquents, smarter policing tactics, and better school-parent partnerships.

Wisconsin Information on Juvenile Crime

The Wisconsin Council on Children and Families summarized Wisconsin Juvenile Arrest trends in their report, *Rethinking the Juvenile in Juvenile Justice*. The publication showed that arrest rates for Wisconsin teens, ages 15-19, in 2004 were the highest of any other age group in the state and were much higher than adults. Wisconsin's arrest rate of juveniles is one of the highest rates in the country, in part, because Wisconsin reports detention of juveniles for certain activities such as curfew violations as arrests, which are not considered arrests in other states. The report also summarized research done at the University of Wisconsin–Madison by psychologist, Terri Moffit. Moffit estimates that 20 to 25 percent of the male population will be arrested between the ages of 15 and 18. Most juveniles are arrested for non-violent offenses, such as disorderly conduct, curfew violations, and possession of alcohol and drugs, offenses that are only crimes because they are juveniles. Adults over the age of 21 commit 80 percent of violent crime in Wisconsin. Only 4 percent of juvenile arrests are for violent crimes.

Wisconsin's Office of Justice Assistance's report, Preliminary Crime and Arrests in Wisconsin 2005, indicated the number of youth arrested for drug law violations decreased by 16.2 percent. From 1995 to 2005, juveniles arrested for violent crimes decreased by 36.5 percent. Juvenile property crimes decreased during that ten-year period by 51.2 percent. The only juvenile crime that increased was forcible rape. A significant downward trend in juvenile crime began in 1998, and juvenile arrests have declined each year since 2002.

In spite of the number of teens involved in violent crime in Wisconsin, the Wisconsin Council on Children and Families reports schools today are safer than they were in the 1960s. The Wisconsin Department of Justice (DOJ) data indicates juvenile homicides dropped from 68 per year in the 1995 to 17 in 2005.

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Winding Rivers Library System Serves Teens in Correctional Facilities

In 2000, Winding Rivers Library System completed the second of a two-year Library Services and Technology Act (LSTA) project that addressed the needs of teens in detention facilities. The system worked with the LaCrosse County Juvenile Detention Facility and the WING Challenge Academy in the first year. During the second year, the Black River Falls Correction Center and the Youth Leadership Training Center also participated.

The staff from the facilities provided training for the system's public librarians on the characteristics and needs of their inmates. Staff from CESA 4, the Family Resource Center, and the Ho-Chunk Nation also attended the training session.

The system surveyed the young inmates to assess their reading interests. Materials were added to the libraries at each of the facilities and a rotating collection was developed for shared use. The Challenge Academy was asked to include public library services as part of its orientation for families when the young offenders were near their release dates. In addition to the direct services to the correctional facilities, participating libraries worked with special education teachers and alternative high school programs to develop services for teens at-risk.

For More Information:

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Juvenile Justice System in Wisconsin

The current Wisconsin Juvenile Justice Code automatically places all 17-year-old offenders into the adult justice system. They only can be tried in juvenile court and placed in a juvenile correctional facility if a judge waives them back to the juvenile system. Wisconsin is one of only 13 states in which 17-year-old offenders automatically enter the adult justice system. In Wisconsin, children as young as 10 can be tried in adult court for murder, and 15- and 16-year-olds can be waived into adult court for certain other crimes.

The Wisconsin Council on Children and Families explains in their report, *Rethinking the Juvenile in Juvenile Justice*, that Wendy Henderson, one of the co-authors of the report that led to this legislation, now feels it was a mistake. Henderson feels that better intervention techniques have helped reduce the incidence of juvenile arrests, not fear of facing adult consequences. Many professionals who work with troubled teens in Wisconsin agree with Henderson that the law should be revised. They want juvenile offenders remanded to juvenile courts, and the decision made there who should be tried as adults. Proponents of the change also want juveniles placed in juvenile correctional facilities, rather than in the adult prison system.

Juvenile Correctional Facilities Administered by the Division of Juvenile Corrections

When teens are adjudicated to a juvenile correctional facility, they come under the jurisdiction of the Division of Juvenile Corrections (DJC), within the Department of Corrections (DOC). DJC tries to balance protection with youth accountability and competency building, so that when juvenile offenders return to the community they can lead responsible and productive lives. DJC manages three secure correctional facilities for youth—Ethan Allen School (EAS), Lincoln Hills School (LHS), and Southern Oaks Girls School (SOGS).

Ethan Allen School is located in Wales and has a population of up to 275 males. One program unique to EAS is the Choices Program, which involves juvenile offenders visiting schools in the community to talk about the realities of incarcerated life and the importance of making good choices. Also unique to EAS is the Victim Impact Program, "Self and Community," which emphasizes victim's rights and creates an awareness of the harmful effects of crime.

Lincoln Hills School is located in Irma and was co-ed until 1994; now all detainees are male. The population is about 225. LHS provides secure detention services for nearby communities, in addition to housing its own population. One program available only at LHS is the Independent Living Program through which youth attend North Central Technical College to work on their GED or HSED or participate in vocational training classes. These youth (over age 17) can earn a one-year certificate or an associate degree in welding, computer assisted design, or computer business applications. These young offenders also participate in groups related to independent living and social goals and skills, as well as community service projects.

In 2002 the military-style boot camp for juveniles closed at Camp Douglas, and the program was transferred to LHS where it was re-structured and re-named the Cadet Achievement Program (CAP). It is designed for up to 50 mentally stable males between the ages of 14 and 17. The voluntary program is a challenging 90-day alternative to other DJC programs and uses a military model to create a positive and success-oriented environment. The intent is to prepare young offenders for successful re-entry into the community and to enhance self-esteem. Everything the cadets do is separate from the other LHS students.

Southern Oaks Girls School (SOGS), located in Union Grove, is a secure correctional facility for approximately 55 delinquent girls. The Short-Term Re-entry Program is a culturally diverse option for a small group of up to 10 mentally stable girls between the ages of 13 and 17. It emphasizes education, family therapy, team building, a Ropes and Challenge course, and participation in substance abuse and anger management therapy. SOGS also has an Intensive Treatment Program for girls who are the most severely challenged delinquents and who have mental health issues combined with disruptive or aggressive behaviors, or a history of engaging in serious physical self-injury.

> ### DOC Upgraded Libraries at all Juvenile Correctional and Mental Health Institutions
>
> In 2001 the Department of Corrections received $25,000 in LSTA funding to upgrade the libraries at all the state-managed juvenile correctional and mental health facilities. The institutions had just completed a long-range plan and had identified the areas of the library's collection and services that needed to be upgraded. The institutions involved were the Racine Youthful Offenders Correctional Facility, Prairie du Chien Correctional Facility, Ethan Allen School, Lincoln Hills School, Southern Oaks School and the Mendota and Winnebago Mental Heath Institutes. Materials purchased included high interest-low vocabulary items, information on drug and alcohol abuse, information on careers, biographies and autobiographies, recorded books, self-help materials, popular reading materials and magazines, materials in Spanish, and information on world cultures and geography. The grant also allowed for the expansion of the annex library collection for the girls segregated from the general population at Southern Oaks.

Other Special DOC Programs

The Mendota Juvenile Treatment Center (MJTC) located in Madison is a high-security treatment facility for male juveniles that provides psychological evaluations and treatment for youth whose behaviors create a serious threat to themselves or others and whose mental heath needs cannot be met in other DJC facilities. MJTC has two units with a total capacity of 29. Young men attend the on-site Pioneer School. The center has programs designed for sex offenders and drug and alcohol abuse.

Another special program administered by the DJC is the Sprite Program. S.P.R.I.T.E stands for Support, Perseverance, Respect, Initiative, Teamwork, and Education. The program is a short-term, adventure-based educational program for delinquent youth. It also is used as an early release program for some teens at the three DJC juvenile correctional facilities and is an option for counties to use as an alternative to placement in a local detention facility. There are separate programs for boys and girls.

DJC also coordinates the Wisconsin Going Home Project that receives funding from a federal grant. Going Home serves up to 100 teens returning to the Milwaukee area and up to 15 returning to Green Bay. These teens were arrested for serious or violent offenses such as sexual assault, battery, or armed robbery. The goal is to provide extensive supervision services and to involve families as well as community service providers. The program provides on-going supervision for an additional six to nine months after the offenders are released.

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Wisconsin Department of Corrections. Secured Juvenile Correctional Institutions. Department of Juvenile Corrections. www.wi-doc.com/Type1_facilities.htm

Issues and Concerns of Placing 17-Year-Olds in Adult Jails and Prisons

The report, *Rethinking the Juvenile in Juvenile Justice,* states that treatment services are more readily available to juvenile offenders in juvenile correctional facilities, than in adult prisons. In a juvenile institution, education takes up most of the day and treatment and counseling services are typically included as part of the daily schedule. The adult prison system typically allows for five hours a day of education, and counseling or other therapies usually have waiting lists. Social workers in juvenile facilities have between 15 and 20 inmates in their case loads, while in adult prisons, social workers may have a case load of 225 inmates.

An unusual situation is created when 17-year-old offenders, under the jurisdiction of adult courts, are housed in the adult sections of jails. State law requires they be treated as adults while incarcerated but federal law requires that juveniles in a county jail must be separated by both sight and sound from the adult inmates. The 17-year-olds who have been sent from the adult court system back to the juvenile courts are housed with the younger juveniles and attend classes with them. However, 17-year-olds housed with adults may not attend these classes. Although these 17-year-olds are not allowed to have contact or attend classes with the other juvenile inmates while in jail, they can attend classes in the local schools as a regular student if they have Huber privileges.

The cost of incarceration for teens imprisoned as adults can be three times as high as the cost of placement in a juvenile correctional facility. The recidivism rate for juvenile offenders handled by the juvenile justice system is about 35 percent, compared to

Manitowoc-Calumet Library System Reaches Teens At-Risk

In 2000-2001 the Manitowoc-Calumet Library System coordinated two LSTA projects for teens at-risk. The system sponsored training for its member libraries and required that they work with a collaborating partner, which in most situations was the local school district. The schools and the public library co-sponsored programs for teens and made a special effort to encourage teens at-risk to attend.

Some libraries set up teen advisory boards. One purchased literacy-based videos and recorded books that supported the required reading lists of the schools to help make the books accessible to students who struggled with reading. An acting clinic was offered in one community to give students at-risk a way to practice their reading skills, but also to gain self-confidence through acting. Poetry and writing workshops were offered in another community to give teens struggling with writing an opportunity to practice their written communication in an exciting way. There was a great deal of public school collaboration in one of the communities, which also involved CESA 7 as one of the partnering agencies. That library and its partners offered a series of programs built around videos of interest to teens at-risk. Career development and exploration was the focus of the collaboration between the public library and the schools in the other participating community.

the rate of almost 50 percent for juvenile offenders who are treated as adults. The Wisconsin Council on Children and Families estimates the savings to society by lowering recidivism rates for teen offenders is $7.18 million.

Through the 1990s it was widely believed that the brain was fully formed well before adolescence. Now it is known that critical areas of the brain continue to develop throughout adolescence. According to a March 2006 article by Lisa Schuetz in the *Wisconsin State Journal*, scientists have uncovered a new state of brain development that occurs from early adolescence until the early 20s. There is considerable growth and reorganization within the brain, especially areas affecting impulse control and behavioral regulation, which are the last to mature.

The Wisconsin Council on Children and Families' report, *Rethinking the Juvenile in Juvenile Justice*, summarized some of the newest research in this area done at the University of Wisconsin–Madison by psychologist Terri Moffit. Moffit finds that adolescents are more likely to engage in risk taking behaviors than are adults and are less able to take into account the long-term consequences of their actions. Moffit's research suggests that applying known adolescent brain functioning to treatment of juveniles in the justice system will lead to more effective and cost-efficient criminal justice solutions.

Teens are more likely to engage in high-risk behaviors when they are with other teens. Teen brains produce more dopamine when the outcome of an event is uncertain (high risk or novelty), than when the reward is known, and there is a clear way to earn it. Dopamine's "feel good" effect, which helps people notice new things and react quickly, has the effect in teens of making novel, risky, and sensational activities very appealing. The higher the risk, the more engaged and alert the teen brain becomes. In situations where emotions are running high, especially if other teens are involved, they may not think about potential consequences.

Another brain change during adolescence is related to sleep patterns. Teens still need about nine-and-one-half hours of sleep each night but most get far less sleep than they need. Teens who are tired have less control of their emotions, find learning harder, and are at higher risk of engaging in activities that have negative consequences.

> **For More Information:**
>
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> Wisconsin Council on Children and Families. *Rethinking the Juvenile in the Juvenile Justice Implications of Adolescent Brain Development on the Juvenile Justice System.* Madison, Wis., March 2006. www.wccf.org/pdf/rethinkingjuv_jjsrpt.pdf

Effective Approaches to Managing Juvenile Crime

Many approaches have been tried to redirect teens when they get in trouble, and many have been found to be ineffective. A philosophy of "adult time for adult crime" has not been effective. Boot camps don't work well. Suspending delinquent students in school and holding them back doesn't work. Placing juveniles in the adult justice system has not been effective in reducing the likelihood of their re-offending. Housing delinquent youth in group facilities with other youth offenders often exacerbates the problem and may escalate violence levels.

A report for the Governor's Juvenile Justice Commission and the Wisconsin Office of Justice Assistance was prepared by the University of Wisconsin–Madison's Schools of Human Ecology and Social Work and the Cooperative Extension. The report, *What Works, Wisconsin: What Science Tells Us about Cost Effective Programs for Juvenile Delinquency Prevention*, summarized research-based findings regarding effective intervention programs for juvenile offenders.

One finding was that prevention programs, including those for preschool children, are more effective than intervention after delinquency has occurred. Other cost-effective prevention approaches include home visitation, parent education, and social and emotional learning programs in schools. Mentoring and job training are effective, but their economic return is not as high as other approaches. After-school programs seem to have more impact for middle school students than elementary students and show some promise in terms of being an effective prevention technique.

Community diversion programs that postpone incarceration to allow a juvenile offender a chance to complete a rehabilitative program are more likely to reduce recidivism than are residential programs. Successful intervention programs involve greater contact with the offenders than is typically provided. Half the counties in Wisconsin use intensive supervision sanctions, such as electronic monitoring and alcohol and drug treatment.

Studies are currently under way to evaluate the effectiveness of teen courts and juvenile drug courts. Both are relatively new but are an increasingly popular approach to managing juvenile crime. These courts typically handle non-violent offenses. There were 37 such courts in Wisconsin in 2006. Preliminary research indicates teen courts are not effective with high-risk offenders, and the drug courts are too new to be effectively evaluated. Community service and restitution are not effective in reducing recidivism rates when they are used as punishments. When they are used within a restorative justice framework, they do seem to be effective, especially if the program involves restoring the harm done, teaches job skills, and helping the offenders make social connections.

Youth with a Parent in Jail or Prison

National Data on Parents in Jail or Prison

A June 2004 article in the *Minneapolis Star Tribune* about a study done by the Bureau of Justice Statistics and Department of Health and Human Services, reported that almost 1.4 million children. had a father in a jail or prison in 2001. The *Star Tribune* article stated that children with an incarcerated parent are seven times more likely than other youth to also end up in prison.

In her book *All Alone in the World: Children of the Incarcerated*, Nell Bernstein writes that as many as 10 percent of all children in the U.S. have a parent who is in a jail or prison and indicates maintaining relationships between parent inmates and their children is critical to maintaining positive family relationships. Evidence of an existing relationship between the parent and child can help prevent termination of parental rights. Sister Ester Heffernan, secretary of Family Connections and the founder of the criminal justice program at Edgewood College in Madison, Wisconsin, explained in an August 2005 *Isthmus* article that the prison system ignores social relationships and strips inmates of personal relationships. She said that typically incarcerated fathers are more likely to see their children than mothers, because mothers make more of an effort to bring children to visit their fathers.

A program manager for ARC Community Services in Madison, Angie Wareham, said in a 2005 *Isthmus* article, that often children motivate inmates to address the problems that got them into prison. When parents lose custody of their children, they often lose their motivation and self-esteem and return to destructive habits.

The Bureau of Justice Statistics, within the U. S. Department of Justice, published data in 2000 on parent inmates in federal and state prisons. Some of the findings were:

- Nearly 60 percent of parents in state prisons reported using drugs the month before their offense, and 25 percent had a history of alcohol abuse.
- Seventy percent did not complete high school, and about 12 percent in both federal and state prisons did not attend school beyond the eighth grade.
- In both state and federal prisons, the majority of the inmate parents were black.

Since 1990 the number of female prisoners has grown faster than that of males. As a result, the number of children with a mother in prison nearly doubled from 1991 to 1999.

- The average sentence for parents in state prisons was 12 years, and 10 in federal prisons.
- Forty-eight percent of mothers were sentenced to less than five years.
- Nearly 20 percent of mothers in state prisons had been homeless in the year before admission, but only 8 percent of the fathers were homeless before being incarcerated.

Mothers in state prisons, more often than fathers, said that the children's grandparents were caring for their children. About 10 percent of mothers but only 2 percent of fathers in state prison reported their children were in foster care. Most parents in both federal and state prisons said that they had some contact with their children by phone, mail or visits. In state prisons:

- Sixty-nine percent of parents said they exchanged letters with their children.
- Fifty-eight percent spoke with their children by phone.

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- Forty-two percent of all parents visited with their children at the prison.
- Fifty-four percent of the mothers and 47 percent of the fathers never had a personal visit with their children after they were incarcerated.

A *Milwaukee Journal Sentinel* article in October 2000 summarized the work of Ross Parke and K. Alison Clarke-Steward of the University of California. Their report found that prison visits can help calm children's fears about their parents and about how the parent feels about them. Visiting a parent in prison helps lessen the feelings of abandonment. Prison visits help children understand more realistically where their parent is and what is happening to them.

Aid to Children of Imprisoned Mothers (AIM) is a national resource that addresses the complex needs of grandmothers who are caring for their grandchildren because the mothers are incarcerated. Jeffrey Reiman mentions AIM in his book, *The Rich Get Richer and the Poor Get Prison.* AIM maintains that families are seriously disrupted when mothers are incarcerated. AIM provides information, referral and advocacy services, counseling and support groups. AIM grandmothers are disproportionately African-American and live in poverty. AIM also provides recreational activities for the children and transportation to the prison so the children can visit their mothers in prison. AIM feels that any assistance given to any of the three generations benefits all three. Activities for the children give the grandmothers some respite time and vocational training for the mothers increased their ability to provide for their children when they are released. AIM maintains that if money is not spent on adult education and vocational training of inmates, society will pay the costs of more police, courts, and prisons.

Wisconsin Data on Parents in Jail or Prison

An April 2005 Madison, Wisconsin, *Isthmus* article reported that in 2005 there were 1,313 inmates in Wisconsin who were mothers to 2,364 children. Three quarters of incarcerated mothers are single parents and their mean salary before going to prison was $14,288. The children of these women face problems related to poverty and stigmatizations, emotional and behavioral problems, anxiety, and depression.

Wisconsin's rate of imprisonment of African Americans is the highest in the country. Anita Weier's research on the black inmate population in Wisconsin was summarized in a November 2005 article in the *The Capital Times.* Wisconsin black residents are incarcerated at a rate that is 11.6 time higher than whites. Increased probation and parole revocations were the two major reasons for the rise in prison admission rates for blacks through the 1990s. In the late 1990s most new prison sentences for blacks were for drug offenses.

Often the children who have a parent in jail or prison end up victims of the parent's crime. Laurie Bibo who works with the children of inmates through the Family Connections of Wisconsin, Inc, said these children are often left behind in greater poverty than before the parent was incarcerated. The caretaker may be reluctant to take the children and may already be living in poverty themselves. The children's sense of security, confidence, and self-worth is shattered when the parent is incarcerated. Children with a parent in prison often become withdrawn and their school performance is affected. They often feel embarrassed and some become aggressive. They are susceptible to gang involvement, early pregnancy, drug abuse, and delinquency.

> ## Jail Project of the School of Library and Information Studies, UW–Madison
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> The School of Library and Information Studies (SLIS) at UW–Madison collaborated with the Dane County Library Service in 1994 and 1997 LSTA grants to expand library services to the Dane County Jail and Huber Center. SLIS graduate students have coordinated the project since it was started in 1992, and it remains student-driven. The project was recognized by the White House in 1999 with a Presidential Points of Light Service Award. The project also involves the South Central Library System, Friends of the Library for both the Madison and Middleton public libraries, the UW–Madison College Library, the Dane County Legal Resource Center, and the Herbert Kohl Foundation. In 2005 the student volunteers made 400 jail visits to circulate crates of donated books and magazines among the various cell blocks. They also filled 1,465 special requests for materials.
>
> One aspect of the project is called "Kid's Connection" reaching more than 100 children and 47 inmate parents in 2005. The project involves making a video tape of the parent reading a book and sending the book and tape to the child for their birthday or at Christmas. The SLIS assisted the parents in selecting appropriate books and helped those parents who were struggling with reading. Plans are in place to extend the project to the Ferris Center that houses inmates who are in the Huber work release program.

Wisconsin Projects that Help the Children of Inmates

Family Connections of Wisconsin, Inc., helps inmate mothers in Dane County maintain bonds with their children by providing transportation so the children can visit their mothers in prison. The program was started in 2000 and temporarily had to suspend services when the county's United Way funding was cut in 2004. Since then, grants from the Sinsinawa Dominican Ministry, *The Capital Times* Kids Fund, and several United Church of Christ congregations, other grants, and private donations have provided funding to sustain the services.

Many of the children in the program are cared for by family members, who are often living in poverty and have no way of getting to the prison for visits. Family Connections identifies the children, completes the required paperwork for the Department of Corrections, provides screened, trained volunteers to accompany the children, and gives the children breakfast and lunch on the visitation days. There are currently 30 volunteers. There are plans to expand the program to include grandmothers who are incarcerated and eventually to provide the service for inmates who are fathers.

Taycheedah's Warden Ana Boatwrightvbg believes that family visits to women in prisons are mutually beneficial. In an August 2005 *Isthmus* article she said she feels it is important to both the mother and child to spend time together. To encourage family contact, Taycheedah allows up to three three-hour visits per week and another on weekends. Mothers who complete parenting classes are allowed a monthly extended visit in which the children stay for seven hours in a home-like environment where they can bake cookies, garden, or participate in other structured activities together.

ARC Community Services in Madison operates residential treatment programs for women addicted to drugs or who are transitioning from prison or jail back into the community, and for women trying to leave prostitution. Project Manager Angie Warham says she knows prevention measures like education and medical programs are expensive, but not providing them has costs as well. The failure to provide them leads to even higher costs when inmates are re-incarcerated. She says, "It's better to pay for prevention than for incarceration."

The St. Rose Residence, a private teen treatment center in Milwaukee and the Bureau of Milwaukee Child Welfare initiated the Family Reunification Program in 2000. The purpose of the program is to reunite children placed in foster care with their mothers in prison. Twenty families were involved in the pilot project. There are other programs that help children visit their incarcerated parents, but this program is unique in that it focuses on children in foster care. The Bureau of Milwaukee Child Welfare identified 300 children in out-of-home placements whose mothers are imprisoned in Ellsworth, Taycheedah, and the Milwaukee Women's Correctional Center.

Transportation is provided once a month to the prisons. There are 240 children involved and 120 mothers. The St. Rose program has 40 volunteers who work with social workers and care givers to prepare children for their visits. Children are shown pictures of prisons so they can anticipate some of what they will experience. The volunteers help get the children through security and then give the mother and children privacy during their visit. They are prepared to help children who become upset on the ride home, but that usually doesn't happen.

Most of the women in the pilot project are imprisoned for short sentences, usually for drug-related offenses. Before visiting their mothers, the children are prepared for the experience. The mothers involved are given an 800 number so they can call their children at their foster homes, but the actual foster home phone number remains confidential.

Dane County Library Service Project Works with Madison Family Connections

The Dane County Library Service plans to implement an LSTA grant in 2007 that will benefit children served by the Madison Family Connections program. Family Connections arranges transportation and visits the women's prisons. This project involves supplying books and educational toys to be used on the bus that takes Dane County children to visit their mothers at Taycheedah. Some of these materials also will be placed in the family visitation areas at the prisons. The project also supplies a collection of books and a video recorder for Madison Family Connections which will be part of an adult literacy project. Participating mothers will select a book for their child and practice their reading skills by reading the book while being video taped. The parent will then send the books and videos to her child. The intent of the project is to foster adult literacy skills and to help mothers in prison stay connected to their children.

The Department of Corrections and the Graham Public Library Collaborate on a Motheread/Fatheread Project at the Women's Prison in Union Grove

In 2005 the Department of Corrections used LSTA funding to introduce the Motheread/Fatheread program at the Robert E. Ellsworth Correctional Center (REECC), a minimum security facility for female inmates located in Union Grove. Although this project was coordinated by the Department of Corrections, many aspects of the program could be used by public libraries collaborating with county jails and literacy providers. The Graham Public Library was one of the participating partners on this project and provided workshops on reading books to children and using music with children. Other partnering agencies included Cops-N-Kids and Carthage College.

Participating mothers attended an eight-week course that focused on reading books to children and parenting skills. Presenters came to the prison to talk about storytelling techniques and using music with children. The mothers kept journals about their relationship with their children and created their own story and memory books. Activities were planned for these mothers and their children on visitation days. Participating mothers were videotaped reading stories to their children, and the tapes and books were sent to the children. Children's books, educational toys, and child-sized furniture was purchased for the family visitation area.

Barriers to Service

All the family groups mentioned in this chapter face economic challenges. Concerns about children incurring fines or replacement costs for materials can deter many families from using the public library. Parents and children who owe money that they can't pay stop coming to the library. For some families the living conditions are so unstable that trying to keep track of library materials is almost impossible.

When informal living arrangements are in place and children are not living with their parents, or the family does not have a permanent address, library policies can make it impossible for some children to get a card. Children may not be living with a parent, so a required parental signature is not possible.

The schedules and demands of raising children under difficult situations leaves little time for outings to the library. This is a frequent concern for military families, as well as other family groups mentioned in this section. Transportation may be a problem for grandparents, homeless parents, military families, and for adults caring for children because the parent is in jail or prison. Teens in detention facilities can't use public library services unless the library brings services to them.

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Strategies for Success

Collaboration

In most situations the library staff will not know the living situation of the children from these family groups, so approaching them directly is not possible. Groups that make good partnering agencies for the majority of these families are schools, social service agencies, and support groups. Specific partnering agencies for the various family groups mentioned in this chapter are included below.

Every public school district is required to designate a homeless liaison. This liaison, as well as some guidance counselors and school social workers, will be aware of the children known to be homeless. But many families try very hard to hide their situation. Often districts schedule times during the day when the children who are homeless are together, perhaps for breakfast or an after school program, so reaching this group through the school may be possible. Homeless, domestic abuse, and emergency shelters; programs serving teens who have run away or who live on the streets; and transitional housing coordinators may welcome library services for their clients.

School districts located in a community with a county jail has a teacher who works with teens. The local school district can identify this teacher. Prison instructors also work with teens. These instructors usually welcome assistance from the public library. The prison librarian also may be a possible person with whom the public library can collaborate. Other jail and prison staff with whom libraries have collaborated include the county sheriff, social workers, and clergy who visit inmates. Most jails do not have libraries and do not employ librarians, however, they may have a collection of reading materials that is managed by either volunteers or inmates. Often a local literacy provider works in both county jails and state or federal prison and welcome public library involvement and support.

Planning

Foster Children and Teens

Local communities may have Foster Parent Support Groups sponsored by a social service agency. Foster parents who manage group homes for teens may be able to help the library identify appropriate services for older children in foster care.

Grandparents Raising Grandchildren

Agencies that provide services to seniors citizens such as AARP and the local senior citizen center may be able to help libraries target grandparents who are raising grandchildren. Some communities may have grandparent support groups. Members of these groups might be willing to act as a focus group for the library to help identify the library services that would be most helpful for grandparents raising their grandchildren.

Homeless Families and Individual Teens

The school district's homeless coordinator and staff for the local family homeless shelters may be able to help the library with planning services to meet the needs of their students and clients.

Military Families

The best way to assess the needs of military families who have a family member deployed overseas is likely to be the local amory. Each armory has a Family Readiness Group that supports the families in that community. A volunteer coordinator in each community manages the activities of the group. The volunteer coordinator is likely to be the best contact for public libraries to discuss possible library activities and services and will know what the families most need. Some communities have additional volunteer groups that try to address the needs of military families.

Teens in Jails and Prisons

It is possible that juvenile detention facilities, teen group homes, and teen shelters could organize a focus group on services for teens or could ask their students and residents to complete a survey for libraries.

Children with a Parent in Jail or Prison

There are only a few agencies that work with the families of inmates. Social service agencies or prisons should be able to help identify them for public libraries. Start by finding out which agencies in the local area might be involved and ask what the library can do to help their efforts.

Staff Training

Library staff need background information on the causes of poverty to understand families who are homeless, the economic realities of foster parents and grandparents raising their grandchildren, and the challenges facing youth who have a parent in jail or prison. Staff need to be aware of the signs of child abuse and neglect, and of homelessness, and should know the process used to report situations to social service agencies or school district homeless liaisons when it appears a child is at risk. The process is outlined in this publication in chapter four, Emotional Behavioral Disabilities.

Librarians should know the location of shelters and food distribution sites. It is also important for librarians to understand the hidden rules of economic classes, and that people in poverty may not have the same frame of reference about society in general that the middle and upper class have.

Staff need information about the problems and anxieties military families face when a family member is deployed. They need to understand the connections between poverty and the prison system to understand the unmet needs of teens and parents who end up in jails and prisons.

All staff need to appreciate that library programming can play an important role in the lives of children separated from their parents for various reasons by reducing stress and helping them forget their emotional pain for a while. Staff need to appreciate the respite value that programming can provide for all of these family groups.

There are professionals at the local and county level who can provide staff training in all of these areas.

Diversified Collections and Services

Public libraries should have up-to-date materials on parenting, grandparenting, homelessness, and criminal justice issues. There are picture books for young children, as well as non-fiction titles for older youth, that deal with the issues of homelessness, foster care, and the imprisonment or deployment of a parent.

Libraries can help all of these family groups by participating in various collection drives sponsored by community agencies and organizations. Some libraries provide space for the organizations to put up posters for their fundraisers and community events. Others participate by being a drop-off site. Homeless families and teens will benefit from drives for school supplies, clothing, food, blankets, and holiday gifts. Families with a member in a jail or prison, and teens in detention facilities, will benefit from recreational reading material book drives that take the materials to jails and prisons or local efforts to put children's books in jail and prison family visitation areas. Military families will appreciate community efforts to send letters, paperback books, and care packages to soldiers stationed overseas.

Homeless Families

Suggestions on how libraries have adjusted their fine or replacement costs policies by allowing children to volunteer time at the library as a way of working off the money that is owed is included in this publication in the chapter on poverty. There are also examples of innovative ways libraries have worked around requiring a parental signature and proof of address as requirements for getting a library card. Some libraries have created special collections to give children a second chance at being a responsible library patron once they have lost their privileges.

Mary Maronek, the homeless consultant for the DPI, points out that familes who have lived for generations in poverty do not typically have experience with public libraries or see them as relevant to their lives. The parents are unlikely to use public library services or encourage their children to visit one. Maronek suggested that for these families outreach is imperative. She recommended that staff visit shelters and offer assistance in getting a library cards to residents believing it will take that personal contact to encourage the families living in homeless shelters to visit a public library. Maronek also stressed the need for public libraries to work collaboratively to help resolve transportation problems for families living in poverty. For more on these issues, see chapter seven, Poverty.

Accessible Buildings, Equipment, and Outreach

Craft programs such as card making might help children make a connection with family members from whom they are separated. Holiday and birthday cards might be especially appreciated. A community member whose hobby is rubber stamping, or staff at a scrap booking or rubber stamp store, might be willing to coordinate these sessions for the library. If possible include postage for the participants to make it easier for children in foster care, whose parents are in prison, or overseas to send their letters. Suggestions for various families follow.

Foster Care and Grandparents Raising Grandchildren

Caregivers of youth in foster care and out-of-home placements might appreciate after-school programs, especially if they involve home work assistance. Older grandparents may not be very familiar with computers. Many libraries offer computer classes structured specifically for seniors, which helps them come up to speed with finding resources for themselves and their grandchildren online.

Homeless Families

After school programs and tutoring are services that would most likely benefit children who are homeless, but the lack of transportation would probably prevent most of these children from participating. Consider programming at a shelter or center where the children stay after school, or cooperating with the school district to provide transportation. Deposit or rotating collections could be helpful, but libraries should anticipate that there will be significant loss of materials for these collections.

Military Families

Tracy Kaluzny is the state volunteer coordinator for military families in Wisconsin. She works with the volunteers in communities where each Wisconsin Armory is located. These volunteers coordinate family services through Family Readiness Groups, which are associated with the individual armories. These groups provide family and activities for families of military personnel deployed overseas.

Kaluzny says the starting point is always to contact the local Family Readiness Volunteer Coordinator and find out what is needed at the local level and what events are being planned. It is possible that there would be a role for a public library at some of the events. The coordinator might be willing to distribute a survey for the library to find out what the families would most appreciate. The Readiness Groups have newsletters and the library could send information about upcoming programs to be included in these newsletters. Kaluzny suggests that libraries might want to highlight the library's free computers and Internet access because many of the families don't have computers or do not have Internet access. Email is an extremely important communication tool for families. Kaluzny thinks a reminder to families of the free access would be helpful.

Librarians can check with the local volunteer coordinator to find out if the armory is sponsoring a "Books for Soldiers" or "Operation Paperbacks." Libraries could help publicize the programs and perhaps be a collection site. If the library offers card making workshops, perhaps one could be coordinated with the Family Readiness to have children make and send cards on holidays to local military personnel. There are also programs such as "Valentines for Vets" that are organized to send retired veterans who live in nursing homes or veterans hospitals cards on holidays.

Work with high school media clubs or college media programs to offer classes at the library on creating family web sites and promote the program to military families as a way to help the families connect with the missing

parent. Send information about these classes and on the library's free access to computers to military units in the community. Ask them to include the information in their newsletters for families.

Promote local efforts to help military families by collaborating with local veterans' organizations, VFW clubs, hospitals, nursing homes, military bases, and veteran or military museums. Help advertise their activities and special events. Libraries located near a military base can check to see if collaboration on summer reading programs is possible.

Consider asking the Friends of the Library or other civic group to raise funds for a video camera for the library. Cooperate with the local high school media club or college media students to tape holiday messages for deployed family members. Set aside time and space for military families to come to the library to have a message taped and have the tape transferred to a disc. Part of the message could include a young new reader reading a page or two from a book.

Subscriptions to magazines for active people who live with using a wheelchair or other adaptive equipment can be of potential interest to vets who are severely injured in combat. Put out brochures for sports programs for people who use wheelchairs.

Celebrate with military families by putting up displays about students accepted into military colleges, of the interests and hobbies of soldiers from the community who are deployed overseas, and of memorials to soldiers killed in action. Participate in community remembrances such as the use of yellow ribbons and patriotic parades.

> **Eastern Shores Library System Purchased Resources for Serving Military Families**
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> The Eastern Shores Library System included information about serving military families in their September 2006 electronic newsletter, *The Library Connection*. A board member suggested a resource that she believed would be a valuable addition to public library collections. Her husband has been deployed to Iraq for several months. She suggested the web site www.militaryonesource.com to learn about a free video "Talk, Listen, Connect: Helping Families During Military Deployment." Eastern Shores ordered a copy of the bilingual kit for each library. The kit includes a dvd featuring the Muppets from Sesame Street, and a parent/caregiver magazine and poster. The material was created through a partnership with Sesame Workshop and Wal-Mart Stores, Inc., with additional support from the New York State Office of Mental Health (NYSOMH) and the Military Child Education Coalition (MCEC). The Sesame Street video and parent/caregiver materials also are available for download at www.sesameworkshop.org/tlc.

Outreach to Teens in Jails and Prisons

Off-site collections and library programming are provided by some libraries to teens in group homes, detention facilities, homeless shelters, or after school programs that serve children who are homeless. Libraries can work with schools, local agencies, and support groups to provide off-site programs at events sponsored by these groups that will benefit children who are homeless or separated from a parent.

Children with a Parent in Prison

The same activities that help children in foster care are likely to be helpful to youth who have a parent in jail or prison. Many libraries have collaborated on projects to bring literacy services to inmates.

Some libraries have placed children's books and educational toys in family visitation areas in jails and prisons. Others have collaborated with literacy providers to improve the literacy skills of parents in jails and prisons and to help them stay connected with their children.

Adapting Story Times and Program Accommodations for Youth in Alternate Living Situations

Although adapted materials and formats may not be needed to serve these population groups, some changes in how story times are offered would make it easier for some of these families to participate.

Refreshments are a great way to encourage all teens to attend programs at the library. Libraries can become summer food distribution sites and offer a "lunch bunch" type event just before or after lunch. The school districts provide sandwiches, vegetables, other finger food items, and the milk. The library provides space for the children to sit while eating, which can include blankets on the floor or picnic tables outside. Libraries also need refrigerator space or coolers if the meals can't be delivered precisely at the time they are needed. The advantage to the library is that all the young readers are given a free lunch, not just the children whose families live in poverty. The summer lunch program helps stretch the food budgets for many families living in poverty.

Mary Maronek, DPI's homeless consultant, suggested that librarians try to address the "cultural gaps" that many children who are homeless have in their general experiences by including nursery rhymes and common fairy and folk tales.

Marketing

The most successful marketing is targeted to specific audiences:

Foster Care and Grandparents Raising Grandchildren

Typically the library would not market directly to youth who are in foster care. Social service agencies in the area or at the county level would know of support groups for foster parents and those designed especially for grandparents raising their grandchildren. Libraries can market efforts through these groups.

Homeless Families

Food and clothing distribution sites, free clinics, and WIC sites are all potential locations for posters or fliers highlighting public library services that may be of special interest to families and youth who are without a permanent address or who are living in poverty. Places to market library services to families and teens who are homeless include homeless, domestic abuse, and teen shelters. Alternative high schools and teen group homes are locations libraries can consider to promote library services to teens who probably are in most need of them. Social service agencies are likely to be able to offer suggestions on where these families spend the day, and there may be street message boards where the library can post fliers.

Teens At-Risk and in Jails or Prisons

Every county has a facility for delinquent teens and those in need of protection. Often delinquent teens are placed in part of the local county jail. These students are required to go to school, so there should be a teacher who works with these students with whom the library can partner. The contact varies from jail to jail. In some counties the contact person will be the county sheriff; in others a social worker or chaplain might be available to facilitate bringing library services and programs to these teens. A social worker, institutional librarian, or language arts teacher also might be a good starting point for contact at a state-managed juvenile detention facility. Many literacy councils provide literacy services in jails and prison, and many are open to collaborating with the public library to address the literacy needs of both teen and adult inmates.

Children Who Have a Parent in Jail or Prison

There are only a few social service agencies that offer services to children who have a parent in prison. The county social service agency would know the contact person. It also might be possible to contact the social worker at the state prisons and the federal prison in Oxford to find out if the prison works with any organizations that assist children in visiting their family members. Libraries could then work with these local organizations to find out what if any services they could offer that would be of help to these children.

Military Families

Libraries' first contact for military families should be their local armory, which can give them the contact information for the volunteer coordinator for the Family Readiness groups.

Getting Started with Little Money or Time:
Children in Alternate Living Situations

Collaboration

- Invite support groups serving these families to hold their meetings occasionally at the public library, and when they do, put out resources that might be of special interest to them. Provide children's activities during the meeting so the families do not have to worry about child care. Enlist the help of scouts or high school service clubs.
- Invite professionals to present public information programs on the needs of the various family groups.
- Help raise public awareness of the issues these family groups face through displays.

Planning

- Identify the local agencies working with any of the family groups included in this chapter and get a contact name.
- Attend some of the support group meetings for these families to find out about their needs and to tell them about library services that may help them.

Staff Training

- Help all staff see service opportunities, rather than problems, when the library is heavily used by youth—after school programs, during school vacations, and in the summer.
- All staff should understand and value the potential for respite time that library programs offer to parents and caregivers coping with extremely difficult situations.
- All staff should appreciate the need for off-site and outreach services.

Diversified Collections and Services

- Weed the collection of dated materials related to:
  -adoption and foster care
  -parenting, early learning, and infant and adolescent brain development research
  -military life and service.
  -poverty, crime, and the prison system
- Include new materials in these areas as part of the normal collection development process.
- Review library policies regarding fines, replacement materials costs, and parental signatures to see if flexibility can be built into the process that would benefit children and families living in difficult situations.

Accessible Buildings and Services

- Consider hosting special after-school and vacation programs in collaboration with other agencies such as:
  -homework assistance
  -self-service craft activities
  -general programming
  -after school library club involving the children in literacy-related activities
- Host a program for parents and grandparents on educational toy suggestions that does not feature one particular company's toys or a workshop on making educational toys and activities from everyday objects.
- Sponsor a program for grandparents on new research developments on infant brain development and early learning. Assure the publicity gets to grandparents raising grandchildren.
- If off-site library services are offered, consider making a stop at homeless or teen shelters, alternative high schools, or teen detention facilities.
- Work with service agencies and support groups to offer off-site programs at occasional events sponsored by these groups.

Marketing

- Send information about new library materials or programs to schools, support groups, or social service agencies and ask them to include the information in their newsletters.
- Post program fliers at homeless shelters, food pantries, food distribution sites, laundries, and on street bulletin boards in areas where homeless teens hang out during the day.
- Promote library services on public transit systems.
- Include links to web sites of support groups and resources for all of these family groups on the library's web page.

Observe these Awareness Events

February
National Children of Alcoholics Week sponsored by the National Association of Children of Alcoholics www.nacoa.org

April
Alcohol Awareness Month sponsored by the National Council on Alcoholism and Drug Dependence, or local affiliate of NCADD www.ncadd.org

Alcohol-Free Weekend sponsored by National Council on Alcoholism and Drug Dependence (NCADD) www.ncadd.org,

Kick Butts Day sponsored by Campaign for Tobacco-Free Kids www.kickbuttsday.org

National Alcohol Screening Day www.mentalhealthscreening.org/alcohol.htm

National Youth Violence Prevention Week sponsored by the American Public Health Association www.apha.org/nphw

May
National Teen Pregnancy Prevention Month sponsored by Advocates for Youth www.advocatesforyouth.org/publications/ntppm.htm

National Foster Care Month sponsored by the National Foster Care Month organization www.fostercaremonth.org

June
National HIV Testing Day sponsored by the National Association of People with AIDS www.napwa.org

September
National Alcohol and Drug Addiction Recovery Month sponsored by Center for Substance Abuse Treatment www.health.org/recoverymonth/

National Grandparents Day sponsored by National Grandparents Council (always the first Sunday after Labor Day) www.grandparents-day.com

October
Crime Prevention Month sponsored by National Crime Prevention Council www.ncpc.org

National Red Ribbon Week (Campaign to Keep Kids Off Drugs) sponsored by the National Family Partnership, Informed Families Education Center www.nfp.org

Teen Read Week sponsored by the American Library Association www.ala.org/ala/yalsa/teenreading/trw/teenreadweek.htm

November
National Adoption Month sponsored by the National Council for Adoption www.adoptioncouncil.org

National Adoption Day sponsored by Connect for Kids (always the Saturday before Thanksgiving) www.connectforkids.org/node/3550

National Missing Children's Day sponsored by Child Find of America, Inc. www.childfindofamerica.org

Resources

Print Resources

Association of Specialized and Cooperative Library Agencies. 1999. *Library Standards for Juvenile Correctional Facilities.* Chicago: American Library Association.

Bernstein, N. 2005. *All Alone in the World: Children of the Incarcerated.* Nevada City, Calif.: The New Press.

Butts, J. A., and J. Roman, editors. 2004. *Juvenile Drug Courts and Teen Substance Abuse.* Washington DC: The Urban Institute. www.urban.org/pubs/JuvenileDrugCourts/

Kuharets, O. R., editor. 2001. *Venture into Cultures*, second ed. Chicago: American Library Association.

Reiman, J. 2003. *The Rich Get Richer and the Poor Get Prison*. Boston: Allyn and Bacon.

Magazines

Represent (Formerly FCYU) www.youthcomm.org
   This bi-monthly publication is for teens in foster care.

National Resources

Foster Care

Adopt Us Kids www.adoptuskids.org
   This is a photo listing service for facilitating the adoption of U.S. children who need homes.

American Adoptions www.americanadoptions.com
   This non-profit, licensed adoption agency provides a full range of services to adoptive families and birth parents.

American Library Association. www.ala.org
   Association of Library Services to Children www.ala.org/ala/alsc
   Foster Children Need Public Libraries www.ala.org/ala/alsc/alscpubs/alscconnectnew/mar06/officiallyspeaking/officiallyspeaking.htm

ARCH National Respite and Resource Center www.archrespite.org
   ARCH helps families locate respite and crisis care services in their communities.
   Fact Sheet 45: Respite Services to Support Grandparents Raising Grandchildren www.archrespite.org/archfs45.htm

Court Appointed Special Advocates for Children (CASA) National Website for Children's Advocates www.nationalcasa.org
   This web site provides information for volunteers and court staff who advocate for abused and neglected children.

Child Welfare League of America (CWLA) www.cwla.org
   This is an association of public and private nonprofit agencies that assist abused and neglected children.
   Child Welfare: Kinship Care www.cwla.org/programs/kinship

Children of Alcoholics Foundation (COAF) www.coaf.org
   COAF helps children of all ages from alcoholic and substance abusing families to reach their full potential.
   The Ties That Bind: Kinship Care www.coaf.org/organization/tiesbind.htm
   Effects of Parental Substance Abuse on Children and Families www.coaf.org/professionals/effects%20.htm

Children's Defense Fund (CDF) www.childrensdefense.org
   CDF educates the nation about the needs of children, and encourages preventive investment.
   Kinship Care www.childrensdefense.org/childwelfare/kinshipcare/
   State Fact Sheets www.childrensdefense.org/childwelfare/financing/factsheets/

Foster Care and Adoptive Community www.fosterparents.com
   This site features helpful links on raising children with attachment disorders, ADD, ADHA, and fetal alcohol syndrome.

Foster Family-based Treatment Association www.ffta.org
   This is an organization of specially trained treatment based foster care providers.

National Adoption Center www.adopt.org
   The center expands adoption opportunities for children, particularly those with special needs and children of color.

National Child Welfare Resource Center for Adoption www.nrcadoption.org
   The center provides information and resources about special needs adoption programs.

North American Council on Adoptable Children (NACAC) www.nacac.org
   NACAC is committed to meeting the needs of waiting children and the families who adopt them

Grandparents Raising Grandchildren

AARP (formerly the American Association of Retired People) www.aarp.org
   AARP is an association providing services and advocacy for retired and aging members.
   Finding Help to Raise a Grandchild
   www.aarp.org/families/grandparents/raising_grandchild/a2004-01-16-findinghelp.html
   Grandparent Information Center
   www.aarp.org/families/grandparents/gic/a2004-01-16-grandparentsinfocenter.html
   Housing Issues When Grandchildren Move In
   www.aarp.org/families/grandparents/raising_grandchild/a2004-09-01-grandparents-housingissues.html

Legal Issues
www.aarp.org/families/grandparents/raising_grandchild/a2004-09-01-grandparents-legal.html
Parenting Grandchildren newsletter (free)
www.aarp.org/families/grandparents/grandparents_resources/a2004-01-20-gicvoicenewsletter.html
Raising Grandchildren? Take Care of Yourself Too!
www.aarp.org/families/grandparents/focus_on_the_caregiver/a2004-09-07-grandparents-raisinggrands.html
State Fact Sheets for Grandparents and Other Relatives Raising Children
www.aarp.org/research/family/grandparenting/aresearch-import-488.html
Brookdale Foundation Group www.brookdalefoundation.org
The foundation helps locate information about state specific laws and policies affecting grandparents raising grandchildren.
Relatives as Parents Program (RAPP) www.brookdalefoundation.org/relativesasparents.htm
Grandparent Resources www.brookdalefoundation.org/rappresources.htm
Family Education Network (FEN) www.familyeducation.com
FEN is an online consumer network of learning and information resources, for parents, teachers, and students.
Grandparents Raising Grandchildren: Easing the Burden of "Second Parenthood."
http://life.familyeducation.com/grandparents/29679.html
Family Onwards www.familyonwards.com/
This is a help site for parents and grandparents.
Generations United www.gu.org
This is a national organization that focuses solely on promoting intergenerational strategies, programs, and policies.
State Fact Sheets www.gu.org/factsheets.asp
Grand Times www.grandtimes.com/index.html
Grand Times provides information about grandparent visitation rights.
Grandparents and More www.grandparentsandmore.com
This is a practical, informative web site with many of links to other web sites.
Grandparents Magazine www.grandparentsmagazine.net
This is an online magazine for grandparents.
Grandparents Raising Grandchildren www.raisingyourgrandchildren.com
This web site is designed to help guide grandparents and kinship caregivers to raise children in their care.
Dealing with Stress www.raisingyourgrandchildren.com/dealing_with_stress.htm
Helping the Children www.raisingyourgrandchildren.com/HelpingtheChildren.htm
Mental Health Disorders www.raisingyourgrandchildren.com/Mental_Health_Disorders.htm
Grandparents as Parents: A Workshop Model. November 2003
http://grandparentsraisinggrandkids.tamu.edu/workshop/intro.php
Grandparents Resource Center http://grc4usa.org
The center helps families negotiate the system to re-connect children in foster care with their biological families.
Grandparents United for Children's Rights www.geocities.com/Heartland/Prairie/6866/
This organization provides information and resources relating to children's rights.
Harvard University www.gse.harvard.edu
Harvard Graduate School of Education, Harvard Family Research Project, Family Involvement Storybook Corner
http://gseweb.harvard.edu/hfrp/projects/fine/resources/storybook/index.html
Intergenerational Connections www.cyfernet.org/parent/inter.html
This web site offers information for grandparents who are raising grandchildren and professionals who work with them.
National Association of Area Agencies on Aging (N4As) www.n4a.org
N4As offers information for grandparents raising grandchildren.
National Committee of Grandparents for Children's Rights www.grandparentsforchildren.org
The committee advocates and lobbies for the rights of grandparents to secure their grandchildren's health and happiness.
New York State Office for the Aging http://aging.state.ny.us
Grandparent Initiatives http://aging.state.ny.us/caring/grandparents/rapp.htm
Penn State Intergenerational Program Resources http://agexted.cas.psu.edu
Intergenerational Programs and Aging http://agexted.cas.psu.edu/FCS/mk/Available.html
Grandparents Raising Grandchildren: Doubly Stressed, Triply Blessed, Facilitators Guidebook
http://pubs.cas.psu.edu/FreePubs/pdfs/agrs84.pdf
U.S. Bureau of the Census www.census.gov
The U.S. Census Bureau collects census data and compiles profiles.
Grandchildren Living in the Home of Their Grandparents: 1970 to the Present, 2004.
www.census.gov/population/socdemo/hh-fam/tabCH-7.pdf
U.S. Department of Health and Family Services www.aoa.dhhs.gov
The Administration on Aging www.aoa.dhhs.gov
Grandparents Raising Grandchildren www.aoa.dhhs.gov/prof/notes/notes_grandparents.asp
University of Georgia Cooperative Extension
Children Youth and Family Publications: Grandparents Raising Grandchildren
www.fcs.uga.edu/ext/pubs/fam/grandparents.php
Zero To Three www.zerotothree.org
It's Not the Same the Second Time Around: Grandparents Raising Grandchildren.
www.zerotothree.org/2nd_time.html

There Will Always be Lullabies: Enduring Connections Between Grandparents and Young Children. www.zerotothree.org/lullabies.html

Homeless Families, Missing and Runaway Children and Youth
Child Find of America, Inc. www.childfindofamerica.org
   This organization offers free investigation and location services for parental abduction cases.
Greyhound Bus Lines www.greyhound.com
   Home Free program www.greyhound.com/company/contributions.shtml
   See also National Runaway Switchboard's Home Free Program www.1800runaway.org
National Association for the Education of Homeless Children and Youth www.naehcy.org
   The association addresses educational issues of children and youth whose lives have been disrupted by the lack of housing.
National Center for Homeless Education (NCHE) www.serve.org/nche
   NCHE provides information to enable communities to address the educational needs of homeless children and youth.
   Educational Rights of Homeless Children http://servepres.serve.org/parents
   In Their Own Voices. Video (16 minutes) www.serve.org/nche/ibt/aw_video.php
National Center for Missing and Exploited Children www.missingkids.com
   The center provides services nationwide for the prevention of abducted, endangered, and sexually exploited children.
   Frequently Asked Questions and Statistics
   www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PageId=242
National Coalition for the Homeless www.nationalhomeless.org
   This is a national network working to end homelessness.
National Policy and Advocacy Council on Homeless (NPACH) www.homelessnesscouncil.org/mail.html
   NPACH is working to ending homelessness through advocacy and inclusive partnerships.
National Runaway Switchboard Home Free Program www.nrscrisisline.org
   This is a national collaboration with Greyhound Bus.
The Urban Institute www.urban.org
   The Urban Institute is an economic and social justice policy research organization in Washington DC.

Military Families
American Red Cross www.redcross.org
   The Red Cross offers numerous services to people in need, including services for military members and their families.
   Military Members and Families www.redcross.org/services/afes/0,1082,0_321_,00.html
Books for Soldiers. www.booksforsoldiers.com
   The organization collects books and other printed reading material to send to deployed military personnel.
Child Care Aware. www.childcareaware.org
   This organizations strives to connect parents with the local agencies that are best equipped to serve their needs.
   Operation Child Care www.childcareaware.org/en/operationchildcare
   Returning veterans are eligible for free childcare services.
Fisher House Foundation www.fisherhouse.org
   Fisher House provides housing and meals for families of veterans recovering from severe combat injury.
   Barber, Mike. *Fisher Houses Offer Refuge to Vets' Families, but Money Lacking for One Here.* April 26, 2006.
   www.fisherhouse.org/inTheNews/refugeVets_04_26_SPI.shtm
Military Child Education Coalition (MCEC) www.militarychild.org
   The coalition is helping to solve challenges for children of military families.
Military One Source www.militaryonesource.com
   This site has numerous resources for those employed by the military and their families.
National Fatherhood Initiative www.fatherhood.org
   The site offers "10 Ways to Stay Involved with Your Children During Deployment."
National Military Family Association www.nmfa.org
   The association provides information about rights, benefits, and services available to military families.
Operation Paperback Recycled Reading for Our Troops http://operationpaperback.usmilitarysupport.org
   This organization sends recycled paperbacks to troops stationed overseas.
STOMP: Specialized Training of Military Parents www.stompproject.org
   The National Parent Training and Information Center provides support and advice to military parents.
Uniformed Services University of the Health Sciences www.usshs.mil
U.S. Army MWR www.armymwr.com
U.S. Department of Veterans Affairs www1.va.gov/opa/vetsday/
U.S. Navy. LIFELine Services Network www.lifelines.navy.mil
   This is an online family support and resource web page for Navy personnel. The LIFELIne Services Network includes these helpful articles:
   Berg, J. "When a Parent Goes to War: Helping Your Children Cope with Their Fears." August 31, 2005.
   Butler, C. W. "Reading Program Gives Deployed Parents a Voice at Home." December 27, 2005.
   Center for the Study of Traumatic Stress. "Reuniting with Your Loved Ones: Helpful Advice for Families." Nov. 2005.
   Cornelissen, J. D. "Understanding Your Child's Reaction to Your Return." February 6, 2006.
   Faram, T. "Reservists Recalled: How to Help the Family Cope." May 9, 2006.

Harper, K. "Projects for Children: Staying Connected to Families Far Away." April 17, 2006
Hochlan, J. "Children and Deployment: Keeping in Touch."September 7, 2005.
Kirwan, K. "Deployment Roller Coaster: Emotions of Children." August 31, 2005
Kirwan, K. "Parents, Kids, and Deployments: How to Keep Connected." September 7, 2005.
Miles, D. "Marine Wife and Mom Pens Books to Help Military Kids Cope." February 24, 2006.
Selders, H. "Rallying Support for Children in an Unexpected Deployment." December 14, 2005.
Zero To Three www.zerotothree.org
This site provides national resources related to the first three years of life.
How Child-Care Providers Can Help Support Military Children. Video clip. Access from www.zerotothree.org

Teens in Jails and Prisons
American Bar Association www.abanet.org
ABA provides initiatives to improve the legal system for the public.
Center on Children and the Law www.abanet.org/child/home.html
Online Lawyer Referral Directory www.abanet.org/legalservices/lris/directory.html
MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice
www.mac-adoldev-juvjustice.org
The foundation works on research regarding adolescent development and juvenile justice.
National Institutes of Health www.nih.gov/
NIH provides research-based information on grandparents and grandchildren.
National Institute of Mental Health www.NIMH.nih.gov/
Teens: The Company They Keep www.NIMH.nih.gov/publicat/teens.cfm

Children with a Parent in Jail or Prison
U.S. Department of Justice. Bureau of Justice Statistics www.ojp.usdoj.gov
Incarcerated Parents and Their Children. August 2000 www.ojp.usdoj.gov/bjs/abstrct/iptc.htm

Wisconsin Resources

Children in Foster Care
Wisconsin Adoption Information Center www.wiadoptioninfocenter.org
Wisconsin Department of Health and Family Services
Bureau of Program and Policies, Division of Children and Family Services, *Adoption of Special Needs Children and Minority Children.* http://dhfs.wisconsin.gov/children/adoption/ADOPTSNC.HTM
DCFS Scholarship Application for Youth in Out-of-Home Care, CFS-2197
http://dhfs.wisconsin.gov/forms/DCFS/CFS2197.pdf
Educational Services for Children Placed In Foster Care. www.dpi.state.wi.us/dpi.dlsea/een/bulindex.html
Independent Living and Kinship http://dhfs.wisconsin.gov/children/IndLiving
Independent Living for Children in Out-Of-Home Care, 2000.
http://dhfs.wisconsin.gov/children/IndLiving/PDF/IndependentLiving-rpt.pdf
Foster Care http://dhfs.wisconsin.gov/Children/foster/index.HTM
Kinship Care Program December 2005. http://dhfs.wisconsin.gov/Children/Kinshi/INDEX.HTM
Kinship Care Program Eligibility Requirement, February 2005.
http://dhfs.wisconsin.gov/Children/Kinship/prgserv/eligreq.HTM
Kinship Care Program Funding, February 2005.
http://dhfs.wisconsin.gov/Children/Kinship/prgserv/funding.HTM
Kinship Care Program Eligibility Requirements. February 2005.
http://dhfs.wisconsin.gov/Children/Kinship/prgserv/eligreq.HTM
Licensed Adoption Service Agencies in Wisconsin
http://dhfs.wisconsin.gov/children/adoption/adoptagl.HTM
Wisconsin Foster Care Fact Sheet. July 2005. http://dhfs.wisconsin.gov/children/foster/progserv/factsheet.htm
Wisconsin Department of Public Instruction
Division for Learning Support: Equity and Advocacy http://dpi.wi.gov/dlsea/
Special Education Team http://dpi.wi.gov/sped/index.html
Education for Homeless Children and Youth (EHCY) http://dpi.wi.gov/homeless/index.html
Greyhound Community Service Programs http://dpi.wi.gov/homeless/greyhound.html
Homeless Program http://dpi.wi.gov/homeless
Indicators and Strategies for the Identification of Homeless Children and Youth. Homeless Bulletin
http://dpi.wi.gov/homeless/doc/hmls_identification.doc
Wisconsin Runaway Programs http://dpi.wi.gov/homeless/doc/wisc_runaway.doc
Ten Strategies School Districts Can Use to Help Homeless Students August 27, 2004.
http://dpi.wi.gov/homeless/doc/hmls_identification.doc
Student Services/Prevention and Wellness Team http://dpi.wi.gov/sspw/sspwteam.html
Wisconsin Youth Risk Behavior Survey 2005 http://dpi.wi.gov/sspw/yrbsindx.html

Wisconsin's GED/HSED Program http://dpi.wi.gov/ged_hsed/gedhsed.html
   Questions and Answers Relating to GED/HSED http://dpi.wi.gov/ged_hsed/pdf/ged-q&a.pdf
Wisconsin Performance Plan Indicator #2: Drop-Out Rates http://dpi.wi.gov/sped/spp-dropout.html
Youth Options Program http://dpi.wi.gov/youthoptions/yoprivinst.html
   Youth Options Program Questions and Answers http://dpi.wi.gov/youthoptions/doc/YO_q_and_a-2006.doc

Grandparents Raising Grandchildren
AARP (formerly American Association Retired People) in Your State: Wisconsin www.aarp.org/states/wi/
AARP provides services and advocacy for people over age 55.
Amber Alert www.amberalertwisconsin.org
This is Wisconsin's emergency alert system when an abduction has occurred.
The Racine Kin Connection www.geocities.com/racinekinconnection
   This organization provides resources for older adults raising children.
University of Wisconsin-Extension, Cooperative Extension. www.uwex.edu
   UW-Extension serves children, retirees, and working adults.
   Cooperative Extension's Educational Responses to Relative Caregivers' Needs and Concerns: Resource List.
   www.uwex.edu/ces/flp/grandparent/61804readinglist.pdf
   Disruptions in Close Relationships: How They Affect a Child's Behavior, Thoughts and Feelings. 2003
   www.uwex.edu/relationships
   GRAND (Grandparents/Relatives Raising and Nurturing Dependent Children)
   www.uwex.edu/ces/ces/flp/grandparent/grand.html
   Grandparenting Today www.uwex.edu/ces/flp/grandparent/index.html
   Grandparents and Other Relatives Raising Grandchildren-Legislative Update
   www.uwex.edu/ces/flp/grandparent/helpart.html
   Grandparents and Other Relatives Raising Children: Supportive Public Policies
   www.uwex.edu/ces/flp/grandparent/support.pdf
   Grandparents Raising Grandchildren Census Data by County.
   www.uwex.edu/ces/flp/grgp/map/grgcensusmap.html
   Grandparents Raising Grandchildren: Implications for Professional & Agencies. Satellite videoconference.
   www.uwex.edu/ces/gprg/gprg.html
   Frequently Asked Questions (from 1999 satellite program www.uwex.edu/ces/gprg/qandas.html
   Grandparents Raising Grandchildren: *Through the Eyes of a Child* www.uwex.edu/relationships
   Grandparents Raising Grandchildren: *Partnership of Wisconsin* www.uwex.edu/ces/flp/grgp
   Grandparents Raising Grandchildren Wisconsin Newsletters-Polk/Burnett Counties
   www.uwex.edu/ces/flp/grandparent/winewsltr.html
   Legal Issues for Grandparents Raising Grandchildren www.uwex.edu/ces/flp/grandparent/legalres.html
   Looking at the Issue www.uwex.edu/ces/flp/grgp/issue.pdf
   Resource List for Relative Caregivers' Needs and Concerns
   www.uwex.edu/ces/flp/grandparent/61804readinglist.pdf
   Suggestions for Working with Grandparents Raising Grandchildren
   www.uwex.edu/cesflp/grgp/suggestion.pdf
   Wisconsin Facts About Grandparents Raising Grandchildren www.uwex.edu/
University of Wisconsin-Extension, Polk County www.uwex.edu/cty/polk

Homeless Families, Missing and Runaway Youth
Wisconsin Association for Homeless and Runaway Services www.wahrs.org/
   This is a system of organizations that provide efficient and effective services to runaway and homeless youth.
   Runaway Programs www.wahrs.org/runaway%20programs.htm
      Second Chance Homes www.wahrs.org/second_chance_homes.htm
      Street Outreach Programs www.wahrs.org/street_outreach_program.htm
   Transitional Living Programs for Older Homeless Teens
   www.wahrs.org/transitional_living_programs.htm
Wisconsin Department of Public Instruction
   Special Education Team http://dpi.wi.gov/sped/index.html
   Education for Homeless Children and Youth (EHCY) http://dpi.wi.gov/homeless/index.html
   Greyhound Community Service Programs. http://dpi.wi.gov/homeless/greyhound.html
      Homeless Program http://dpi.wi.gov/homeless
      Indicators and Strategies for the Identification of Homeless Children and Youth. Homeless Bulletin.
      http://dpi.wi.gov/homeless/doc/hmls_identification.doc
   Wisconsin Runaway Programs http://dpi.wi.gov/homeless/doc/wisc_runaway.doc
      Ten Strategies School Districts Can Use to Help Homeless Students August 27, 2004.
      http://dpi.wi.gov/homeless/doc/hmls_identification.doc
Wisconsin Front Door www.wifrontdoor.org
   This web site offers information broken down by county about services for families and individuals who are homeless.

Military Families
Wisconsin Department of Veterans Affairs. http://dva.state.wi.us
  Mission Welcome Home *http://dva.state.wi.us/Welcomehome.asp*
  Support Our Troops http://dva.state.wi.us/supportourtroops.asp

Teens in Jails and Prisons
Wisconsin Council on Children and Families www.wccf.org
  Rethinking the Juvenile in the Juvenile Justice Implications of Adolescent Brain Development on the Juvenile Justice System.
  www.wccf.org/pdf/rethinkingjuv_jjsrpt.pdf
Wisconsin Department of Corrections www.wi-doc.com
  Division of Juvenile Corrections http://wi-doc.com.index_juvenile.htm
  The division oversees these secured juvenile correctional institutions:
  Ethan Allen School
  Lincoln Hills School
  Cadet Achievement Program (CAP)
  Southern Oaks Girls School
  Sprite Program
  Vision Statement
  Wisconsin Going Home Project
Wisconsin Department of Public Instruction
Alternative Education Programs http://dpi.wi.gov/alternativeed/alted.html
  Education of Incarcerated Students Q&A http://dpi.wi.gov/alternativeed/jail-basedq&a.html
  GED Option #2 http://dpi.wi.gov/alternativeed/doc/gedo2faq.doc
  Second Chance Partnership http://dpi.wi.gov/alternativeed/jail-basedq&a.html
  Career and Technical Education http://dpi.wi.gov/cte/
  Student Services/Prevention and Wellness Team http://dpi.wi.gov/sspw/sspwteam.html
    Wisconsin Youth Risk Behavior Survey 2005 http://dpi.wi.gov/sspw/yrbsindx.html
  Wisconsin's GED/HSED Program http://dpi.wi.gov/ged_hsed/gedhsed.html
    Questions and Answers Relating to GED/HSED http://dpi.wi.gov/ged_hsed/pdf/ged-q&a.pdf
  Wisconsin Performance Plan Indicator #2: Drop-Out Rates http://dpi.wi.gov/sped/spp-dropout.html
  Youth Options Program http://dpi.wi.gov/youthoptions/yoprivinst.html
    Youth Options Program Questions and Answers
    http://dpi.wi.gov/youthoptions/doc/YO_q_and_a-2006.doc
Wisconsin Office of Justice Assistance http://oja.state.wi.us
  Juvenile Arrest Trends 2003 http://oja.state.wi.us
  Preliminary Crime and Arrests Report 2005 http://oja.state.wi.us
  What Works Wisconsin: What Science Tells Us about Cost-Effective Programs for Juvenile Delinquency Prevention
  http://oja.state.wi.us
  Wisconsin Crimes and Arrests 2004. Statistical Analysis Center, Wisconsin Office of Justice Assistance
  http://oja.state.wi.us

Children with a Parent in Jail or Prison
Family Connections of Wisconsin, Inc., PO Box 259533, Madison, WI 53725
St. Rose Youth and Family Center, Inc. www.strosecenter.org
  Family Reunification Program www.strosecenter.org/htmdocs/programs/family.html
University of Wisconsin–Madison www.wisc.edu/
  Jail Library Group 2005 Annual Report. 2005. School of Library and Information Studies.
  http://slisweb.lis.wisc.edu/~jail/learn/history/2005.html